



## **Week 1 Assignment**

### **Overview**

In Texas, the Long-Range Plan for Technology, 2006-2020, establishes a shared vision of teaching and learning, and the processes for improved student achievement, through the application and integration of technology. In addition, the Technology Applications Texas Essential Knowledge and Skills (TEKS) define what students need to know and be able to do to function in an information-based economy. By the end of Grade 8, students are required to master the TEKS in four key areas: Foundations, Information Acquisition, Problem Solving, and Communication.

In this week's assignment, you will summarize the key ideas of the Long-Range Plan and the Technology Applications Standards. You will also evaluate and reflect on your own requisite knowledge for implementation of the TEKS at your campus.

## Rubric

Use the following Rubric to guide your work on the Week 1 Assignment.

Tasks ↓	Accomplished	Proficient	Progressing	Not Meeting Expectations
<b>Long-Range Plan for Technology Summary</b>	Student thoroughly summarizes key ideas of each section of the Long-Range Plan for Technology.  Student comprehensively responds to questions. <b>(3 points)</b>	Student provides a brief summary of each section of the Long-Range Plan for Technology.  Student answers the questions. <b>(2 points)</b>	Student less than completely summarized the key ideas of each section of the Long-Range Plan for Technology.  Student less than completely answers the questions. <b>(1 point)</b>	Student does not summarize each section of the Long-Range Plan for Technology.  Student does not respond to the questions. <b>(0 points)</b>
<b>Technology Applications TEKS Summary</b>	Student thoroughly describes each strand of the Technology Applications TEKS, and summarizes two objectives/skills for each domain.  Student comprehensively answers all questions. <b>(3 points)</b>	Student briefly describes each strand of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain.  Student answers the questions provided. <b>(2 points)</b>	Student describes three or fewer strands of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain described.  Student responds to one of two questions provided. <b>(1 point)</b>	Student does not describe each TEKS strand, and/or does not summarize at least one objective/skill for each domain; student fails to answer the questions provided. <b>(0 points)</b>
<b>Requisite Technology Skills Assessment</b>	Student completes the Technology Applications Inventory and records responses on table, and provides thorough reflection regarding technology strengths and weaknesses. <b>(2 points)</b>	Student somewhat completes Technology Applications Inventory and records responses on table, and provides brief analysis of technology strengths and weaknesses. <b>(1 point)</b>		Student does not complete Inventory or record responses; and/or does not analyze technology strengths and weaknesses. <b>(0 points)</b>
<b>Assignment Mechanics</b>	Responses are relevant to course content; student uses correct APA writing mechanics; no errors in grammar, spelling, or punctuation. <b>(2 points)</b>	Responses are relevant to course content; few errors in grammar, spelling, or punctuation, including APA writing mechanics. <b>(1 point)</b>		Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. <b>(0 points)</b>

## Week 1 Assignment, Part 1: Key Ideas of the Long-Range Plan for Technology

The Texas Long-Range Plan for Technology, 2006-2020, is a comprehensive strategic plan divided into four domains: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. In Part 1 of the Week 1 Assignment, you will summarize key ideas of the Long-Range Plan.

To complete this assignment:

- Access the Long-Range Plan by entering the following address into your web address bar:  
[http://www.tea.state.tx.us/technology/lrpt/lrpt\\_lrpt.html](http://www.tea.state.tx.us/technology/lrpt/lrpt_lrpt.html)
- Review the plan.
- Complete the table below by summarizing each of the key ideas stated in the chart, and answering the questions provided.

Long-Range Plan Section and Page Numbers	Summary of Key Ideas
<b>Vision 2020 (1-4)</b>	The Texas Long-Range plan vision outlines the process in which technology will become an intricate part of the educational environment. The vision addresses Technology Proficiencies, Professional Development, and Technology Planning and resources. The vision also includes the expectation and delivery of the plan through three specific phrases. Finally, the plan addresses the roles that learners, educators, leaders, and infrastructure will play in assuring the plan is implemented and successful.
<b>Defining the Need for Change (5-6)</b>	The United States is in the midst of another historic revolution. We are moving from an industrial, manufacturing era to information based economy. The goal for educators in the state of Texas must be to provide our students with the technological tools effectively interact in a global marketplace. We are becoming more culturally diverse, and experiencing a population growth. Technology has been engulfed by the population change, and America is rapidly becoming a nation dependent on technology. Education needs to embrace this change and plan for a future that serves all students.
<b>Introducing the 21<sup>st</sup> Century Learner (7)</b>	Today's students are knowledgeable when it comes to the use of technology. They have become very dependent on their digital tools. Teaching must embrace these tools to provide the analytical skills needed for

	<p>accessing and applying information. These learners are connected globally and use personal and portable technologies as a means of communication. These devices will provide us with a real-time evaluation of the learner's progress.</p>
<b>Teacher Voices (12-14)</b>	<p>This section of the Long-Range plan includes a survey of more than 5,000 Texas teachers conducted by NetDay Speak Up 2005. NetDay Speak 2005 provided school districts with data covering various aspects of teacher's use of technology in the classroom. The information collected provided a picture of the way today's teachers view and use technology in their classrooms and at home. The results of this survey provided valuable data that can be used when planning for the use of technology in schools.</p>
<b>Teaching and Learning (17-22)</b>	<p>This section of the Long-Range plan discusses the learning processes and that there are opportunities in or schools, homes, libraries, and communities that stimulate and initiate this engagement among our students. It emphasizes that the "one size fits all" approach to learning does not meet the educational needs of our students. It also details how the use of technology levels the playing field for all students. This section puts emphasis into distance learning and how online learning engages students to become active in the learning process. Finally, it makes recommendations to the following groups: TEA, SBEC, Regional Education services, Local Agencies, Texas Higher Education, and Parents, Communities, and Private Sector.</p>
<b>Educator Preparation and Development (23-28)</b>	<p>It is important for educators to acknowledge the world our students enter as adults is radically different from the past. This section discusses how teachers can be prepared to use new classroom strategies to transform teaching and learning. Technology can help teachers transform their teaching, but for this to happen a continuing educational system must be in place, and this section details how both pre-service teachers and veteran teachers can take advantage of</p>

	<p>these opportunities. Professional development is the process for teachers to engage the 21<sup>st</sup> century learner and this section emphasizes the role of distance learning in the process. Finally, it makes recommendations to the following groups: TEA, SBEC, Regional Education services, Local Agencies, Texas Higher Education, and Parents, Communities, and Private Sector.</p>
<b>Leadership, Administration, and Instructional Support (29-34)</b>	<p>This section of the Long-Range Plan emphasizes the role Administrators play in implementing the plan. Administrators must understand and illuminate the possibilities that technology brings to education, model the use of technology and assume a leadership role in assuring others do as well. They are expected to use technology regularly. School administrators need to create committees with representatives from various backgrounds to develop a technology plan. It is essential to have strong leadership to make the vision for technology a reality. Our school leaders must plan effectively to create a nurturing environment to maximize teaching and learning. To ensure the vision becomes a reality this section makes recommendations to the following groups; TEA, SBEC, Regional Education services, Local Agencies, Texas Higher Education, and Parents, Communities, and Private Sector.</p>
<b>Infrastructure for Technology (35-40)</b>	<p>This section describes how Texas will need a high performance infrastructure to take advantage of new technologies that can significantly reduce costs, increase student access, and improve communication and collaboration. This infrastructure needs to provide easy access to tools that will allow students and teachers to access online information and materials. The infrastructure of a school is the critical element of all four areas of this plan; Teaching and Learning, Educator Preparation and Development, Leadership, Administration, and Instructional Support, and Infrastructure for Technology. This section also addresses the fact that not all schools have the tools necessary to integrate technology, and their major obstacle is funding. A 21<sup>st</sup> century</p>

	infrastructure is required to provide a quality education to all students. Finally, it makes recommendations to the following groups: TEA, SBEC, Regional Education services, Local Agencies, Texas Higher Education, and Parents, Communities, and Private Sector.
<b>Study of Needs (41-42)</b>	The final section of the Long-Range Plan addresses the recommendations made by the ETAC. The ETAC has been instrumental in making suggestions to the TEA concerning the implementation of the Long Range Plan. They recommended the use of the Texas STaR chart, which serves as a barometer to assess a districts progress in meeting technology goals. The ETAC has identified the elements that are essential to building and maintaining 21 <sup>st</sup> century learning environments, and to developing students who are capable of competing a global economy.

What new information did you acquire from your analysis of the Long-Range Plan? How can your new learning assist you as an instructional leader who is guiding technology use and integration at a campus?

Before analyzing the Texas Long Range Plan, I did not know that that such a plan had existed. I had heard of certain aspects such as the Texas STaR chart, because as an educator it is tool that I use on a yearly basis. I did not realize that administrators are supposed to encourage their teachers to use technology, but also model it on a regular basis. I plan to focus my attention on the “one size fits all” teaching methods, and encourage colleagues on my campus to integrate technology to help develop the skills needed by our students, so that that will be ready to contribute to a global economy.

## Week 1 Assignment, Part 2: Technology Applications TEKS Summary

Texas' Technology Applications TEKS curriculum is divided into four strands: Foundations, Information Acquisition, Solving Problems, and Communication.

In this part of this assignment, you will summarize (1) the four strands of the Technology Applications TEKS and (2) two objectives/skills required in each of the four domains for a selected grade cluster.

To complete this assignment:

- Access the Technology Applications TEKS by entering the following address in your web address bar: <http://ritter.tea.state.tx.us/technology/ta/stustd.html>
- Thoroughly review the Technology Applications TEKS for PK-12. (NOTE: There are standards for Pre-K students, but they are not divided into domains.)
- Select a grade cluster—(K-2, 3-5, 6-8, 9-12)—and review the TEKS for that cluster.
- Complete columns 2-4 of the table by describing each domain of the Technology Applications TEKS and summarizing two important objectives/skills required in each of the four domains for your selected grade cluster.

Grade Cluster: 6-8			
Technology Application Strand	Strand Description	Summary of TEKS #1	Summary of TEKS #2
<b>Foundations</b>	Through the study of technology applications foundations, including technology related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications	Students are expected to demonstrate knowledge of operating systems, use various forms of input, use technology terminology, performs basic software functions, explain difference between analog and digital, expand their terminology, compare and contrast LAN's, WAN's, Internet, and intranet.	Students are expected to discuss copyright laws, demonstrate proper etiquette, describe consequences of copyright violations, identify the impact technology has on society, and demonstrate the knowledge that technology will have on future careers.
<b>Information Acquisition</b>	The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies, and the use of technology to	Students are expected to identify create, and use files in various formats such as text, demonstrate the ability to access, operate, and manipulate information from	Students are expected to determine and employ methods to evaluate electronic information, resolve information conflicts and validate

	access, analyze, and evaluate the acquired information.	secondary storage, and use on-line help.	information, and demonstrate the ability to identify the source.
<b>Problem Solving</b>	By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate results.	Students are expected to plan, create, and edit documents with a word processor, create and edit spreadsheet documents, plan, create, and edit databases, demonstrate proficiency in the use of multimedia authoring, create a document using desktop publishing software, use interactive virtual environments, and use technical writing strategies.	Students are expected to design and implement procedures to track trends and set timelines, resolve information conflicts and validate information through research.
<b>Communication</b>	Students communicate information in different formats and to diverse audiences. A variety of technologies will be used, and students will be required to analyze and evaluate the results.	Students are expected to publish information in a variety of ways, design and create interdisciplinary multimedia presentations, use telecommunications tools for publishing.	Students are expected to design and implement procedures to track trends, set timelines and review and evaluate the product using technology tools, determine and employ technology specifications to evaluate projects, select representative products to be collected and stored, evaluate the product for relevance to the assignment or task.

Summarize the Pre-K Technology Applications TEKS. How does the Pre-K TEKS lay the foundation for student performance in future grades?

Children in the pre-k environment learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.



Pre-k students are learning the basic guidelines for operating a computer such as; starts, uses, and exits software programs, begins to use technical terminology, such as “mouse,” “keyboard,” “printer,” and “CD-ROM”, and follows basic oral or pictorial cues for operating programs successfully. These are skills that are developed and expanded upon as the student will progress through the different levels of the educational system in the state of Texas.

The Technology Applications TEKS are designed as a dynamic, spiraling curriculum. Describe a series of TEKS in which students have multiple opportunities to master knowledge/skills.

After summarizing the Technology Applications TEK's, I believe that the problem solving strand offers students several opportunities to master a series of skills that are connected to each other. One strand in particular stands out, number 7. It seems to build skills and knowledge through the use of an application such as Office Suite. The students work with each component of the application mastering different skill sets as they progress through their work.

### Week 1 Assignment, Part 3: Requisite Technology Skills Assessment

The Texas Education Agency (TEA) provides many resources for educators to help them assess and increase the knowledge and skills for success in the information age. One of the tools is the Technology Applications Inventory, which is a self-assessment of requisite knowledge required for implementation of the Technology Applications TEKS.

In Part of your assignment, you will access the Technology Applications Inventory and assess your knowledge and skills in the four strands of Foundations, Information Acquisition, Solving Problems, and Communication.

To complete this assignment:

- Access the Technology Applications Inventory by entering the following address in your web address bar: <http://www.tea.state.tx.us/technology/techapp/assess/teksurv.pdf>
- Print out the inventory, and complete it.
- Complete the table by recording your number of yes and no responses.
- After completing the chart, answer the questions that follow.

Domain	Total # of Questions	# of Yes Responses	# of No Responses
Foundations	18	17	1
Information Acquisition	10	7	3
Solving Problems	18	14	4
Communication	12	9	3

What did the inventory reveal as your greatest strength? Do you agree? Explain.

The inventory revealed that foundations are my greatest strength. Yes I agree, because the items mentioned in this section are things that I use on daily basis in my classroom.

What did the inventory reveal as your greatest weakness? Do you agree? Explain.

The inventory revealed that the problem solving section as my weakest. No, I disagree, because I use or have used most of the items described in this section in my classroom.